St Godric's RC Primary School

Year 6

Medium Term Planning – Spring Term

Subject	National Curriculum Programme of Study	Resources
Literacy	<u>Fiction Units:</u> Eye of the Wolf by Daniel Pennac; Fantastic, Funny, Frightening <u>Non-Fiction Units:</u> Save Pompeii! <u>Reading – (including focused Guided Reading sessions)</u> • retrieves information effectively using organisational features • records and presents information from non-fiction texts • identifies how punctuation is used for impact and effect • recognises authorial techniques and styles and can explain how authors use these to create particular moods and effects • distinguishes between statements of fact and opinion; and in non-fiction. • explains author's organisation of a text <u>Comprehension</u> • discusses and evaluates author's use of language and its impact on the reader • asks questions to enhance understanding of the text. Children study Eye of the Wolf, paying close attention to the author's use of language and specific devices such as flashback and character viewpoint - and how point of view affects our view of events. They will consider examples of adding more detail in a variety of ways using noun phrases. They look at the impact of narrative viewpoint: who is telling the story, the impact of this on the listeners, and themes within the story (particularly humans as a destructive force). After studying the non-fiction text, children will locate key information in the text and create an action plan. In the second fiction unit, children will be exploring and comparing style in different genres by asking questions and developing understanding of inference and the author's use of language, structure and presentation. They will use discussion and role-play to explore formal and informal language. They will develop editing, proof-reading and peer-review skills. <u>Writing</u> • writing makes conscious links to reading	National Curriculum Pearson - Wordsmith Range of guided and shared reading materials Focus on Literacy 100 Literacy Framework Lessons Hamilton Trust Newspapers and magazines NLS Spelling Bank Spellits Resource File Dictionaries; thesauruses

	• links ideas across paragraphs using a range of cohesive devices • evaluates own and others writing and edits as appropriate • précises longer passages After reading Eye of the Wolf children will rewrite a scene from the perspective of a different character and retell a section of the story from the point of view of one of the animals. For the non-fiction writing unit, children will be creating an information leaflet and writing a chronological report using formal language. After exploring different genres of text, children will pick their favourite and write a story aimed at a younger audience. <u>Grammar, Punctuation and Spelling</u> • use expanded noun phrases to convey complicated information concisely • continue to develop use of colons to introduce a list and semi colons within a list • punctuate bullet points consistently • use hyphens to avoid ambiguity • using colons, dashes and hyphens to mark the boundaries between independent clauses • varies length, structure and subject of sentences to extend meaning and interest the reader • begin to recognise the subjunctive form	
Mathematics	<u>Week 1</u>: Place value - Read and write numbers to 1, 000, 000; rounding number to nearest 10, 100, 1000; multiplying and dividing by 10, 100, 1000; intervals across 0 Common factors, multiples, prime numbers and squared numbers (mental/oral) <u>Week 2 and 3</u>: Arithmetic – 4 operations including short and long methods; applying to word problems; mental and written methods; BODMAS <u>Week 4 and 5:</u> Fractions – using the 4 operations and related decimals and percentages; equivalent fractions; common denominators *Half-term* <u>Week 6:</u> Measure – conversion of measure including applying to word problems; reading scales	National Curriculum Pearson – Abacus Numeracy flash cards Maths games Measuring equipment; 2D and 3D shapes; rulers www.mymaths.co.uk www.activelearnprimary.co.uk Education City Maths Herald NRICH resources NCETM resources

	Week 7: Area, perimeter and volume – Area of parallelograms and triangles; volumes of cubes and cuboids Week 8 and 9: Geometry – properties of 2D and 3D shapes; finding unknown angles, straight line angles etc.; illustrate and name parts of circles Week 10: Time – including timetables Week 11: Statistics – line graphs; pie charts; solve problems; using mean as an average	
Science	Scientific Enquiry (ongoing) • plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • take measurements using a range of scientific equipment • record data and results of increasing complexity using scientific diagrams and labels • identify scientific evidence used to support or refute ideas and arguments • report and present findings from enquiries • use test results to make predictions to set up further comparative and fair tests *Evolution and Inheritance* • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Building on what they learned about fossils in the topic on rocks in year 3, children will find out more about how living things on earth have changed over time. They will be introduced to the idea that characteristics are passed from parents to their offspring. They will also appreciate that variation in offspring over time can make animals more or less able to survive in particular environment. Children will find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.	National Curriculum Durham Learning Resources Science Directions Curriculum Bank Science Learning Centre Kits Hamilton Trust Scientific Equipment

	<u>Animals, including humans</u> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans Children will build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. They will learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. They will also explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. (linked to DT)	
Religious Education	*Come and See* • Local Church: Community - Sources • Eucharist: Relating - Unity • Lent/Easter: Giving - Death and New Life	Come and See Bible God's Story Church's Story DSPP Guide
Computing	*Computer Science (supported by Mrs Landon)* • design, write and debug programs to accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts • use sequence, selection and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration *ICT* *This will be fulfilled through all areas of the curriculum, not just specified ICT time.* • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting,	National Curriculum Computer suite and classroom computers RM software Netbooks, iPADs Lego computer work Mrs Landon

	analysing, evaluating and presenting data and information *Digital Literacy* • use technology safely, respectfully and responsibly • recognise acceptable/unacceptable behaviour • identify a range of ways to report concerns about content and contact • use search technologies effectively and appreciate how search results are selected and ranked	
History	<u>History –'A Magnificent Millennium' Life for British Children since 1066 – ongoing</u> • Children pre 20th century • Children during WW1 • Children during WW2 • Similarities and differences between the lives of children then and now	National Curriculum Pictures, posters, artefacts Durham Learning Resources Focus Learning Hamilton Trust Online Resources
Geography	*Locational Knowledge and map skills* *Why are rainforests important?* • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America, focusing on the rainforests	National Curriculum Pictures, posters, artefacts Durham Learning Resources Focus Learning Hamilton Trust Online Resources
Design and Technology	*Cooking and nutrition – Grab and go!* • learn about nutrients, water and fibre and their role in a healthy, varied diet. • investigate products and undertake research to generate ideas for their own product. • design and make dishes safety and hygienically for the intended user based on design criteria. • evaluate their product. • design suitable packaging for their product.	National Curriculum Hamilton Trust Syringes and plastic tubing
Art and Design	*Topics* Textiles – record an event using fabric as a media Printing – using fossils (linked to science) *Skills* • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	National Curriculum Sketchbooks Range of media: pastels, charcoal, paint Collage materials

	• investigate great artists, architects and designers in history Create sketchbooks throughout the year to record observations and use them to review and revisit ideas	
Physical Education	*Athletics* – Developing athletics *Gymnastics* – Double Take *Games* – Net and Wall games; development unit – On Target	National Curriculum DSC Core Skills Programme Coaches
Music	*Continue with Durham Music Service singing podcasts* *Skills* • play and perform in solo and ensemble contexts using voices and musical instruments with increasing accuracy, fluency, control and expression • develop musical imagination through experimenting, improvising and adapting sounds • appreciate and understand a wide range of music drawn from different traditions and musicians *Hymn practice and individual violin, cello, viola tuition*	National Curriculum Music Teacher
French	*Skills* • listen attentively and show understanding by joining in and responding • develop accurate pronunciation • broaden vocabulary and develop ability to understand new words • write sentences using some description *Topic:* • Saying and understanding prices (reinforce numbers) • Buying food and drink in a café	National Curriculum Pilote-Moi Scheme of Work